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A SYLLABUS OF CIVIC PROBLEMS

STATE NORMAL SCHOOL
SAN JOSE, CAL.

CALIFORNIA
STATE PRINTING OFFICE
1916

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EXPLANATORY NOTES.

This syllabus is intended as an aid to student-teachers and pupils. It suggests a few of the many civic problems awaiting investigation and solution. While it may be used in the order of arrangement, the plan of the author is to study such subjects as are uppermost in the public mind, thus bringing the pupil in touch with community thought. This gives a chance to coördinate the work of the schoolroom with the needs of the public and affords opportunity for both to work together for the common good.

The wide range of readings makes it possible for each pupil to contribute a different point of view regarding the question under discussion.

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METHOD OF USING SYLLABUS.

1. Choose a civic topic that is attracting or should attract public attention.
2. Assign readings to different pupils upon various phases of the subject as suggested by the syllabus.
   (Readings to be adapted to the degree of mental development of the pupils.)
3. Through readings and discussion, arrive at a conclusion of what ought to be done by the community in dealing with the problem (*i. e.*, fix a standard of attainment).
4. Note wherein the community fails to attain the standard.
5. Conclude as to what the pupils, the school, or the community should do to bring about the desired reform. This might be: (a) Real labor. (b) Stir up public sentiment. (c) Give money. (d) Bring about legislation. (e) Enforce law.
6. Proceed with what the school and the individual members can do.

ILLUSTRATION OF METHOD.

A Business Manager Charter for the City.

Instructions to pupils.

1. Study a chart of the proposed charter which shows diagramatically the centralization of responsiblity.
2. Read the parts of the charter which you can understand. Read further as to how the city manager government works in other cities, such as Dayton, Ohio; Springfield, Ohio.
3. Study the existing charter and note its defects.
4. Decide whether the proposed charter is, or is not, adapted to the needs of the city.
5. Get mothers, friends, and acquaintances to register so that they may vote, when the times comes, for or against the proposed charter.

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CHAPTER I.

HOMES FOR THE PEOPLE.

Section 1. Planning the City.

1. Location of the city, how determined.
   a. Topography of surrounding country; mountains, plains, waterfront, etc.
   b. The resources of adjacent country.
   c. Water supply. Need for sanitation, irrigation, fire prevention, transportation.
2. Streets.
   a. Plan to prevent congestion.
   b. Connect principal units of city such as business section, civic center, etc.
   c. Width of streets determined by traffic.
   d. Advantages of "radial" streets.
   e. The use of curved or "ring" streets.
3. Civic center.
   a. Central location—reasons.
   b. Provisions for future growth.
   c. Consists of national, state, county, city buildings, etc.
4. Transportation.
   a. Railway. Ground, subway or elevated. Which desired?
   b. Location of freight and passenger depots.
   c. Advantage to city of railroad and interurban lines.
5. Kind of factories and industrial plants.
   a. Determined by nature of surrounding country.
   b. Location of industries.
   c. Advisability of "zone" system, of "satellite" cities.
   d. Significance of cheap transportation.
6. Housing.
   a. Location of workingmen's homes. Cheap transportation.
   b. Location of homes for the wealthy.
   c. Emergency homes for unemployed.
7. Social centers.
   a. Parks, squares; how frequent.
   b. Playgrounds; location, number, large municipal, small local.
   c. Municipal hall; dancing, skating, etc.
   d. Schoolhouses.
   e. Churches.
8. Beautifying the city. See "city beautiful."
9. Value of city planning.
   a. Economic—increases business activity; eliminates waste; promotes health; provides safety.
   b. Social—prevents immorality; prevents crime.
   c. Aesthetic.
10. Correction of defects in city's growth.
   a. The advice of an expert.
   b. Option on cheap land.
   c. Co-operate with civic organizations.
   d. A city planning commission.

Field Work.

1. Study the plan of your own city. Use a map of the city. Your general knowledge. State the defects that are developing and show how they should be corrected before the city increases in size. Note where population is becoming congested. How could it be prevented?
   a. Note how the congestion of street traffic might be prevented.
   b. Decide what streets to widen; what new streets to open.
   c. Where should parks and playgrounds be located? Give reasons.
   d. How should the industries be localized?
   e. What restrictions should be placed upon building?
   f. What boulevards are desirable?
   g. How should a civic center be planned for?
   h. What defects in the railroad location? What provision for railroad crossings?
   i. Other changes. Keep in mind the ultimate gain to the city.
   j. Where should new schoolhouses be built?

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Section 2. A Standard of Housing.

1. Good housing; why of social concern; bearing on health, morals, poverty, efficiency.
2. A standard of housing. Consider:
   a. Fresh air and ventilation.
   b. Light.
   c. Privacy.
   d. Safety.
   e. Cleanliness.
   f. Convenience.
3. Degree to which standard is attained in local housing.
   a. Living conditions of foreigners.
   b. Living conditions of casual workers in lodging houses.
   c. Living conditions of seasonable workers.
   d. Living conditions of women workers.
4. Cause of low standard of housing in the community (if standard is low).
   a. Low wages.
   b. Low standards of laborers from Europe and the Orient.
   c. Greed of landlords and real estate men.
   d. Indifference of intelligent people.
5. Relation of housing to delinquency and crime.
   (See reports of other cities and local court records.)
6. Reform measures.
   a. Planning for increase in growth of city. (See City Planning.)
   b. Awakening civic responsibility on part of those having houses to let.
   c. Housing by social organizations, such as Y. M. C. A. and other societies.
   d. Providing municipal lodging houses or emergency houses, carefully supervised.
   e. Providing for widows with children.
   f. Making home ownership possible.

Field Work.

1. Put in outline form the kind of house you think every one ought to live in. (Keep in mind principles suggested in Standard of Housing.)
2. Learn from a real estate dealer how much such a house rents for.
3. Assuming that the home you have planned is that of a day laborer, how much of his wages would be used for rent?
4. What do you conclude as to the amount of wages which he receives?
5. How do the homes of the workingmen of your city come up to the standards you have set? (If you do not know, take a walk through the part of the city where the workingmen live.)
6. What reasons can you give for their way of living?
7. Indicate by "Yes" or "No," on the survey blank, the standard of your own home.
8. How do you think you could make more of the answers "Yes"?

   NOTE.—These surveys will give the teachers considerable insight into living conditions of pupils' homes.
9. How many vacant houses in your city? (Get the approximate number from a real estate dealer.)
10. If many houses are vacant, why is rent so high? (Think of answers yourself and ask others.)
11. What advantages would there be to the owners of these houses to lower the rent? What disadvantages?
12. What provision does your city make for housing the unemployed? (Ask the Mayor.)
13. What would be the advantage of an emergency home for the unemployed?
14. What are the private agencies doing in the way of housing? (Inquire of the Y. M. C. A., the Associated Charities, the Salvation Army, or other existing agencies.)
15. What need does their work show for an emergency home?

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Standard Homes.

Name_____ Address_____ Date_____
Location convenient to business or easy communication with business_____
Location—Easy communication with school_____
Lots well drained_____
Outlook pleasing _____
Basement or cellar light_____
Basement or cellar dry_____
Basement or cellar concrete_____
Living room 600 cubic feet of air for each person_____
Living room ceiling 8 to 9 feet high_____
Living room gets sun during the day_____
Living room provisions for heating_____
Living room at least one window screened_____
Living room separated from kitchen_____
Living room separated from sleeping room_____

Living room ventilated from outdoor air _____
Living room walls with soft colors _____
Living room with _____ candlepower for working _____
Bed room, 600 cubic feet of air for each person _____
Bed room windows one-twelfth of floor space _____
Bed room ceiling 8 to 9 feet high _____
Bed room gets sunshine during day _____
Bed room supplied with clothes closet _____
Bed room clothes closet ventilated _____
Bed room provision made for heating otherwise than with coal oil lamp _____
Bed room windows screened _____
Bed room walls soft tints _____
Electric or gas light with _____ candlepower for working _____
Bed room ventilated from outside air _____
Sleeping porch _____
Kitchen walls smooth finish _____
Kitchen well lighted _____
Kitchen free from dust catching appurtenances _____
Kitchen furnished with pantry or cabinet cupboards _____
Kitchen furnished with sink _____
Sink connected with sewer or septic tank _____
Sink of porcelain or zinc _____
Sink board back enamel zinc or other substance impervious to dishwater _____
Kitchen furnished with hot water tank _____
Kitchen open plumbing _____
Kitchen floor painted, oiled, or linoleum _____
Windows screened _____
Gas range (if any) with hood _____
Stairs (if any) rounded corners _____
Stairs easy of ascent _____
Bath room well ventilated _____
Bath tub porcelain _____
Bath tub with sewer or septic tank connection _____
Bath tub open plumbing _____
Lavatory for face washing _____
Lavatory open plumbing _____
Toilet separate from bath _____
Toilet open plumbing _____

NOTE.—The Standard Housing Survey was worked out by a class of pupils who thought these were the minimum requirements that any home should have.

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CHAPTER III.

CONSERVATION OF THE HEALTH OF THE PEOPLE.

Section 1. Health Agencies.

1. The city's administration of Public Health Laws—wherein defective.
   a. The Board of Health or Health Commissioners—how appointed; to whom responsible; relation to politics; qualifications; term of office; nature of reports; powers and duties; appropriations available.
   b. The health officer—qualifications; special training; selected from civil service list; adequate salary; duties; problems of office.
   c. Food inspector—training; how appointed; service rendered.
   d. Other officials.
2. Measures taken by city to prevent disease.
   a. Ordinances pertaining to—screened food; milk; manure; wrapped bread; garbage, etc.
   b. Inspection of household premises and public places to determine whether sanitary.
   c. Inspection of milk and other food.
   d. Eradication of germ breeding places.
   e. Quarantine of contagious diseases.
   f. Cleanliness of public baths.
3. Constructive measures.
   a. Laboratory analysis.
   b. Campaigns waged against flies, mosquitoes, fleas, rats, dogs, etc.
   c. Use of newspaper; moving picture in campaign work.
   d. School health day.
4. Co-operation of the city with the State and Nation in the enforcement of State law.

State Board of Health.

How it co-operates with the local health board.

Field Work.

(Adapted from Diedrick's Health Survey.)

Visit the Board of Health or the health officer. Ask questions from them that you can not learn by consulting charter or ordinances pertaining to the following subjects:

1. Qualifications or requirements of health officer. Are the health officers from a civil service list?
2. Efforts to prevent contagious diseases spreading.
   Tuberculosis.
   Syphilis. Gonorrhea.
   Typhoid and all other reportable diseases.
   Diphtheria.
   Measles. Mumps.
3. Food inspection. How often?
   a. Nature of meat inspection.
   b. Nature of baking inspection.
   c. Nature of grocery inspection.
   d. Nature of water inspection.
   e. Nature of dairy inspection.
4. Nature and frequency of inspection of lodging houses.
5. Nature of school inspection.
   What other child welfare work?
6. Kind and use of city laboratory.
7. Death rate per 1,000. High or low.
   Compare with the preceding years. 1915, 1914, 1913, 1912.

8. Appropriation for 1915, 1914, 1913, 1912.
   Per cent of tax levy.
   How spent?
   Fees. How used?
   Records made of receipts and expenditures.
9. Relation of health department to (a) garbage removal, (b) to sewage system.
10. Movements inaugurated by the present health board.
    a. Co-operation with civic organizations.
    b. Co-operation with city departments.
11. Diseases.
    a. Extent to which diseases are quarantined.
    b. Extent to which diseases are reported.
    c. Efforts to find source of infection in libraries, schools, elsewhere.
    d. Fumigation. When done.
       At whose expense?
       Fumigation of libraries.
       Fumigation of school books.
    e. Supervision of venereal diseases.
    f. Investigation of industrial diseases.

Section 2. Preventable Diseases.

1. Typhoid.
   a. Provide pure water supply.
   b. Demand pure milk.
   c. Eliminate the fly.
   d. Encourage vaccination.
   e. Segregate or confine the typhoid carrier.
2. Tuberculosis.
   a. Disinfect all houses before they are occupied by a new family.
   b. Inspect and apply tuberculin test to cattle.
      (Disputed question whether Bovine Tuberculosis can be transmitted.)
   c. Care for the patient. Segregate.
   d. Maintain a tuberculosis clinic.
   e. Banish patent medicine.
   f. Other ways.
3. Rabies.
   a. Require dogs to be licensed.
   b. Stray dogs killed.
4. Bubonic Plague.
   a. Require cellars and basements to be constructed rat proof.
   b. Kill all rats and ground squirrels.
5. Malaria.
   a. Drain mosquito breeding places.
   b. Screen houses.
   c. Oil on water.
6. Small Pox.
   a. Compulsory vaccination.
   b. Quarantine.

How can you co-operate with the health department in its effort to prevent any of the above diseases.

Mosquito Campaign.

1. Collect facts from scientific sources.
2. Learn life history of the mosquito (*Anophiles*).
3. Use pictures or concrete illustrations to show inefficiency from malaria.
4. Learn methods of getting rid of mosquito.
   Destroying breeding places.
   Drainage, oil, etc.
5. Investigate for mosquito breeding places at your home.
6. Report what you can and will do to get rid of mosquitoes.

Fly Campaign.

1. Get all the information you can about the habits of the fly; rapidity and places of breeding; relation to special diseases.
2. Make a set of posters—each pupil one—that will illustrate the habits and the dangers of the fly.
3. Place them in the shop windows.

   (NOTE.—If you want them to stay, do not put them where food is sold.)

4. Write articles attractive in style, jingle or prose, for the local papers.
5. Ask for a clean-up day before the fly season begins.

Sanitary Survey.

1. Make a survey of all or a part of the city or community in which you live. (Teacher assign certain sections of the city to be visited by committee of children.)
2. Note the street and number where unsanitary conditions exist and state the nature of the case.
3. Tabulate results thus:

Street	No.	Unsanitary Condition	Degree
Main	25	Garbage pile	Very bad

4. Make a pin map of the city or community, showing combined results of surveys.
5. Note especially whether there are unsanitary conditions about your home or your school. If so, do your share in removing them.
6. Indicate which cases you think should be reported to the Health Board or the Civic League.

   (NOTE.—Children's judgment is not always sound and it is best to have the opinion of adults to confirm it.)

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Sanitary Surroundings.

1. Indicate by "yes" or "no" the answers to the following survey of your home and surroundings:

Yard. Garbage in covered cans or in fly-tight receptacles_____
Fowls and animals 30 feet or more from house_____
(This does not include dogs, cats nor pet birds.)
Manure stored in tightly covered box_____
Yard free from rat-harboring trash_____
Basement free from rat-harboring trash_____
Basement free from inflammatory material_____
All toilets or privies connected with sewer_____
Floors bare or with removable rugs, or rugs and carpets shaken or vacuum-cleaned weekly _____
Individual towels _____
Individual soap or liquid soap_____
Hot water for bath when desired_____
Dish towels and cloths clean and sanitary_____
Rooms, no flies_____
Rooms, no mosquitoes_____
No dust-catching curtains or portieres_____
Furniture, light, easily moved_____
What can you do to improve the sanitary condition of your home surroundings _____
_____
_____
_____

Section 3. Pure Food, Milk, Meat, Bread.

2. Visit a dairy and make a sanitary survey using the following outline. Answer "yes" or "no."

Dairy Survey.

(Adapted from State Dairy Farm Score Card.)

Name_____ Address_____
No. of cows_____

1. Yard.
   Well drained_____
   Manure cleaned away daily_____
2. Health.
   a. Apparently good_____
   b. Tested for tuberculosis yearly_____
   c. Food, clean_____ Wholesome_____
   d. Water, clean and fresh_____
   e. Water abundant _____
3. Stables.
   a. Well drained _____
      Stable yard well drained_____ Clean_____
      Manure removed daily_____
   b. Free from contaminating surroundings, such as urinal, privy vault, cesspool, or horse in stables. None of these within 100 feet of stable_____
   c. Floor sound_____Tight, with gutter_____Floors clean_____
   d. Smooth, clean walls_____
   e. Ceiling smooth and clean_____
   f. Light good_____Evenly distributed_____
   g. Ventilation good_____No stale odor_____
   h. Stanchions_____Ties_____Mangers_____Clean_____
   i. Ledges smooth_____Clean_____
   j. Windows_____ Clean_____

4. Utensils.
   a. Small top milking pail_____
   b. Boiling water or steam, clean and abundant_____
   c. Milk cooler_____Used_____
   d. Milk buckets_____Clean_____
   e. Separator clean_____
5. Milk room.
   a. Free from contaminating surroundings_____
   b. Floor, walls, and ceiling clean_____
   c. Good drainage _____
   d. Provided with brushes and cleaning powder_____
   e. Separated from barn_____
   f. Milk cooled promptly_____
   g. Milk bottled for transportation_____
6. Cleanness of milking.
   a. Cows brushed clean_____
   b. Udders washed and dried with a clean cloth_____
   c. Clean milking suits_____
   d. Milk removed from stable promptly_____
7. Few flies_____
8. Remarks. State your general impression of the place and its management_____
   _____
   _____
   _____
   Name of visitor_____

Milk.

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California State Board of Health, 8: 172—Snow, W. F. "California Dairies."

California State Board of Health, 8: 175-177—Brown, Adelaide. "The Control and Improvement of the Milk Supply of a Large City."

3. Use the following form for a survey of a grocery store, bakery, or butcher shop. Answer "Yes" or "No":

_____Survey.

Name_____ Address_____

Front Shop.
- Ventilation good _____
- Light good _____
- Floors clean _____
- Screens on door_____
- Screens on windows_____
- Sink, table, fixtures, clean_____
- Food screened _____
- Help neat _____
- Food under cover from dust_____
- Free from flies_____

Work Room.
- Above ground floor_____
- Ventilation good _____
- Light good _____
- Floors clean _____
- Walls and ceiling clean_____
- Garbage covered _____
- Is there a water supply_____
- Is there a cooling room or refrigerator___
- Tools clean _____
- Machine clean _____
- Bread made by machinery_____
- Workmen clean _____
- Free from flies_____
- Screens on windows_____
- Cuspidors _____

Basement.
- Ventilation good _____
- Floors clean _____
- Walls and ceiling clean_____
- Stairs clean _____
- Light good _____
- General appearance neat_____

Wash Room.
- Individual towels _____
- Liquid soap _____
- Toilets clean _____
- Bowl clean _____

Back Yards.
- Free from manure_____
- Garbage covered in tight can or box_____
- Not used for a stable_____
- Free from rat harbors_____
- Drained _____

Remarks _____
_____
_____
_____
_____
_____
_____

Name of visitor.

NOTE.—In class work there is an advantage in visiting dairies and bakeries that are well kept because:
1. No private business is obliged to let classes visit it.
2. The dairymen and bakers recognize that their business is being advertised indirectly.
3. The classes get accustomed to high standards.

NOTE.—Use knowledge learned in hygiene for survey of dairy.

Meat.

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Section 4. Smoke Abatement.

1. Smoke producing agencies.
   a. Houses.
   b. Municipal steam and heating plants.
   c. Factories.
   d. Trains, etc.
2. How prevented.
   a. By right kind of furnace.
   b. By proper stoking.
   c. Care of chimney.
   d. Substitute electricity for steam.
3. Reasons for smoke prevention.
   a. Comfort.
   b. Health.
   c. Economy.
   d. Beauty.
4. Methods of prevention.
   a. Educate the public.
   b. Convince manufacturers it does not pay.
   c. Pass and enforce smoke ordinances.

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CHAPTER IV.

PUBLIC RECREATION.

Section 1. Parks and Playgrounds.

Provision made in the city charter for their control.
Powers and duties of Park and Playground Commissioners.

Parks.

a. Economic value to the city. (See Playgrounds.)
b. Number and location, area.
c. Care received, care needed.
d. Service they render the people.
e. Need of supervision of the young who go to parks for pleasure.
f. Æsthetic value to city.
g. Desirability of the city's buying more land for parks while land is cheap.

Playgrounds.

1. Value of playgrounds to a city.
   a. Economic; increase land values.
   b. Make for better health.
   c. Prevent juvenile delinquency.
   d. Furnish opportunity for wholesome amusement.
   e. Train in co-operation and initiative.
   f. Raise the moral tone of the boys of the city.
2. Importance of playgrounds being supervised.
   a. The personality of a good director a moral uplift to the children.
   b. The backward children encouraged.
   c. The weak children are protected.
   d. The games directed.
3. Size and location of playgrounds.
   a. Number of square feet per child.
   b. Small plots for young children near their homes.
   c. Large playgrounds near congested part of city.
   d. Wisdom of making streets into temporary playgrounds.
4. Equipment for playground; kind desired.
   a. Provision for boys 10 to 16.
   b. Provision for girls 12 to 16.
   c. Small boys and girls.
   d. Little children.
5. Wisdom of buying land for playgrounds while land is cheap.

Playgrounds. Field Work.

1. Indicate on a map of your city all of the places where you think playgrounds should be located.
2. State your reasons.

   (Note.—Make provision for small children who can not go far from home.)

3. Visit one of the places and learn the price of land there. (If it is exorbitantly high you may have to modify your plan.)
4. Make a list of games that you think should be provided for on a playground.
5. Draw to scale a block of land.
6. Mark off, according to scale, the ball grounds and the other grounds to be used for athletics.
7. Locate the playground apparatus that you want used.
8. Tabulate the cost. (See catalogue of playground apparatus.)
9. Estimate the cost of preparing the ball ground, the tennis court, the athletic field.
10. How much real work are you willing to do to get the kind of playground you have described?
11. State reasons, in order of their importance, why boys and girls should have a place to play.

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Section 2. The Schoolhouse a Social Center.

1. Reasons for using schoolhouse outside of school hours.
   a. Meets a community need.
   b. Public gets greater value for money invested.
2. Extent to which the schoolhouses of cities are used as social centers.
   a. Educationally.
      Such as civic club discussions, dramatics, library stations, reading rooms.
   b. Social functions.
      a. Dancing.
      b. Entertainments.
      c. Socials.
   c. Physical development.
      a. Gymnastics.
      b. Athletics.
      c. Swimming.
3. The management of social centers.
   a. Paid directors.
   b. Volunteer workers.
   c. Other problems of management.
4. Cost of social centers.
   a. Expense of management.
   b. Expense of equipment.
   c. Expense of care.
5. Gain to city.
   a. In preventing crime.
   b. In raising moral tone of community.

Field Work.

1. Visit an evening school in your city. Make note of:
   a. The number of students attending.
   b. The studies they are pursuing. (Classify these studies as rudimentary, vocational, or technical.)
2. To what uses, aside from the day school, is your own school building put?
3. To what uses, aside from day school, are other school buildings put? (Inquire of school friends or school principals.)
4. To what additional use could your school building be put?
   a. For service to adults.
   b. For service to young people.

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CHAPTER V.

HOW TO PROVIDE FOR THE SAFETY OF THE PUBLIC.

Section 1. The City's Police.

1. Police board or police commissioners.
   a. How chosen.
   b. Powers and duties.
   c. Qualifications.
   d. Corrupt politics and its effect on police.
2. Powers and duties of police force.
   a. Learn who the criminals are and where they are.
   b. Enforce the law.
   c. Preserve order.
   d. Prevent accidents.
   e. Prevent crime and disorder.
   f. Educate the public.
3. Reasons for low police standard.
   a. Method of selecting men unsatisfactory.
   b. Inferior men in the place.
   c. Associated with corrupt politics.
4. Reform methods.
   a. Defects of merit system.
   b. New idea of civil service.
   c. Efficiency record; physique, scholarship, experience.
5. Tests for efficient police service.
   a. Laws enforced.
   b. Vice and crime suppressed.
   c. City orderly and law abiding.
6. Benefits to be derived from a state constabulary.
   a. Laws pertaining to liquor selling, gambling, prostitution, enforced better.
7. The citizen co-operates with the police.
   a. By reporting crime and evasion of law.
   b. By willingness to appear in court.
   c. By preventing delinquency.
8. The women police.
   a. Field of activity.
   b. Service—preventive.

Field Work.

1. Ask a policeman to tell you all the different kinds of work he does in one day, when on duty.
2. Classify his duties.
   a. Ways of preventing accidents.
   b. Ways of helping the public.
   c. Ways of preventing crime.
   d. Ways of bringing persons before the bar of justice.
3. How do the policemen of your city get their positions?
   a. What is the objection to this method?
   b. What can be said in favor of it?
   c. For how long are the police chosen?
4. What is the advantage of having Civil Service rules for selecting the police of your city? The disadvantage?
5. Why does a policeman not always arrest a man who violates a law? Ask him.

6. Visit the police headquarters.
   a. Learn the method of signaling.
   b. Note the record of lost and found articles. What is your duty when you find a lost article?
   c. Note the way of identifying criminals.
7. Inquire how boys and girls may co-operate with the police for effective government of the city.
8. When should infringement of law be reported to the police?
9. Inquire how the police office could be more useful to the public.

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American City, 12: 390—Fuld, L. F. "Service Instruction of Police Officers."
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Section 2. Fire Protection.

1. Governing Board or Commissioners.
   a. How chosen? Term of office?
   b. Powers and duties.
   c. Qualifications.
2. The city's system of fire prevention.
   a. Equipment.
   b. Substations.
   c. Alarm boxes.
3. Causes of fires in the city. Compare with other cities. Estimate loss to city. (See Insurance Office.)
   a. Defective wiring.
   b. Carelessness.
   c. Kerosene.
   d. Gasoline.
   e. Matches.
4. Regulations of city pertaining to fire prevention.
   a. Wiring according to National Board of Underwriters.
   b. Grass and rubbish removed.
   c. Explosives stored.
   Etc.
5. Grave importance of all persons trying to reduce loss to country from fires.
   a. By observing prevention.
   b. By insisting that all should be careful.
   c. By instructing the public.

6. Great loss to the country from fire.
   a. Loss of property.
   b. Loss of home.
   c. Poverty.
7. Value of fire drills, fire escapes, and of knowing how to use them.

Field Work.

1. Visit the fire department.
2. Note the machinery used for fire prevention and for fighting fires.
3. How does this machinery compare with the best you have read about?
4. What is the value of the fire protection plant? Cost of annual upkeep? How many substations? How many hydrants?
5. Are those sufficient?
6. Is fire alarm apparatus properly housed?
7. What is the appropriation made to the department? What are the needs of the department in the way of equipment?
8. What provision is made for water?
9. Is the water under high pressure?
10. What does the water with which to fight fire cost the city?
11. Firemen—how are they trained?
12. Hours on duty. Two platoon system?
13. One day off in seven? Some time off during the year?
14. Pension fund?
15. Test of efficiency in a fireman?
16. Methods of promoting efficiency of department?
17. Work done by firemen by way of fire prevention.
18. Examination of theaters?
19. Examination of other public buildings?
20. Examination of private buildings?
21. Any limit as to frame construction in the city?
22. Any buildings in the city condemned?
23. Any "fire traps" still in use?
24. What method of making these "fire traps" known to the public?
25. Of what aid can the general public be to the fire department?
26. How may boys and girls help to prevent loss of property by fire?
27. Make a fire prevention map. Locate all fire houses, hydrants, fire alarms.

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CHAPTER VI.

PUBLIC SERVICE.

Section 1. Street Cleaning.

1. Reasons for having clean streets.
   a. Health.
   b. Comfort and convenience.
2. Methods of street cleaning.
   a. Man with hand broom.
   b. Pick up sweepers.
   c. Rotary broom with team.
   d. Flushing with hose.
   e. High pressure flushing.

   Discussion of relative value of these methods of care of streets.
3. Provisions of city charter for care of streets.
   a. Street commission; how appointed; powers and duties.
   b. Superintendent of streets; appointments; powers and duties; term of office.
   c. Relation of mayor and of council to street care.
4. Significance of good paving to clean streets.
   a. Effect of automobile tires.
   b. Effect of heavy wagon tires.
5. Co-operation needed.
   a. Force.
   b. Citizens including women and boys and girls.
   c. Administration.

Field Work.

1. Observe the method of caring for the streets.
   a. In the part of the city where you live.
   b. In the down town business section.
   c. In the section where the poor people live.
   d. In the section where wealthy people live.
2. How often are the streets cleaned in your community?
   If not paved, how often are they sprinkled?
3. Learn cost of paving a block if you can. (Get data from superintendent of streets or from your parents.)
4. What part of this city needs paving? Why?
5. Ask your family physician if there is more sickness during the dusty season of the year. If so, why?
6. What is done with the street sweepings? (Ask superintendent of streets.)

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Section 2. Garbage and Refuse.

1. Defined.
   - a. Waste food from kitchen.
   - b. Ashes.
   - c. Rubbish—junk.
   - d. Horse manure.
   - e. Slaughterhouse waste.
   - f. Street Sweeping.
2. Duties of city regarding disposal of garbage.
   - a. City ordinances pertaining to care of garbage.
3. Control of garbage.
   - a. City hiring work done.
     - Municipal collection.
     - Concrete cases—financial results.
   - b. Private control.
     - City hiring contractors.
     - Contractors paying city.
   - c. Results obtained financially by both methods.
4. Method of disposal.
   - a. To build up land—value of earth covering.
   - b. Food for animals—objections.
   - c. Buried.
   - d. Reduction process.
   - e. Utilized for soap and fertilizer.
   - f. Incinerated.
     - Relative value of these methods.
5. Transportation of garbage.
   - a. The motor vs. the use of horses.
   - b. Kind of wagon needed—easy to dump, partitioned, covered.
   - c. Sanitation of wagon.
6. The Incinerator.
   - a. Its durability and ability to burn garbage.
   - b. Free from offensive odor?
7. Family duty towards care of garbage.
   - a. Keeping garbage can covered; avoid the fly feeding; prevent offensive odors.
   - b. Wrapping of garbage in newspapers.
8. Methods of accounting for cost of garbage disposal to city.

Field Work.

1. Learn method or system of collection in this city. (Ask member of Street Department or garbage collector.)
2. Observe whether garbage wagon is one that comes up to standard.
3. Note whether the garbage wagon is clean.
4. Note whether the garbage wagon is covered.
5. Report as to whether ashes and other garbage are kept separately.

6. What is the final disposal of garbage in your city? Judge from your reading as to whether there are better methods of disposal.
7. What can you and those in your home do to help make the garbage problem of the city less serious?
8. Make sanitary survey of home surroundings. (See Sanitary Survey sheet.)
9. Is the incinerator of your city satisfactory? If not, why?
10. What is the cost to the city of the disposal of garbage? How does this compare with other cities of same class? (Inquire of the Street Department.)

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Section 3. Sewage.

1. Reasons for a sewage system.
   a. To conserve health.
   b. To dispose of flood and surface waste.
   c. To dispose of liquid and kitchen waste.
   d. To dispose of human waste.
2. Taking care of sewage.
   a. Laying of sewage pipes.
   b. Wisdom of having good engineering work done.
   c. Purification of house waste.
   d. Separation of liquid house waste and storm and surface water. Advantages. Objections.
3. Treatment of sewage or method of disposal.
   a. In streams diluted—false theory of self purification of waste.
   b. In lakes—becomes a sewage pool.
   c. In harbors—may interfere with navigation. Other objections.
   d. Chemical precipitation.
   e. Electricity.
   f. Intermittent filtrations.
      Septic tank process.
      Artificial bed for final treatment.
   g. Sewage farms.

4. Sewage problems.
   a. Disposal of excessive waste of certain industries; canneries; creameries; refineries.
   b. Oyster bed pollution.
   c. Contamination of water supply of adjacent cities.
5. Provision made by the city for sewage disposal.

Field Work.

1. What is the extent of the sewer system of your city? (Ask the Street Department.)
2. What parts of the city are still unconnected? (Learn the reasons.)
3. Does that part of the city have any higher death rate? (Learn from the Health Department.)
4. What is the method of sewage disposal in your city?
   a. What better way could be used?
   b. Is there any objection to the method in use? If any, what?
5. What are the ordinances governing the location of sewers in your city?
6. What is the attitude of city officials regarding prompt connection of houses with the sewer system?
7. Learn the cost of disposing of the sewage of your city. (Ask Superintendent of Streets.)
8. Why is the fact that a part of the town is not connected with the sewage system of interest to you?

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CHAPTER VII.

PUBLIC UTILITIES.

1. How the corporation gets its permit.
   a. Provisions of charter regulating public utilities.
   b. Terms of franchise, *i. e.*, main provisions only.
2. Contribution of each public utility to development of city.
   a. Suburban residences provided for.
   b. Industry promoted.
   c. Comfort.
   d. Other reasons.
3. Methods of operating public utilities.
   a. Private ownership, unregulated.
   b. Private ownership, regulated.
   c. Municipal ownership.

   Arguments for municipal ownership.
   a. City has the right.
   b. Leasing—makes bribes and corruption.
   c. Leasing—takes control from city officials.
   d. Service cheap and efficient.
   e. Other reasons.

   Arguments for regulation.
   a. Municipal ownership complicates the machinery of government.
   b. Expense not lessened.
   c. Other reasons.
4. The method of "local option" regulation in California. Advantages.
5. The city's right to terminate a franchise.
6. Danger of city officials being corrupted by interests.
   a. Importance of choosing men of high moral character for servants of the city.
   b. Alertness of electorate essential at all times.
   c. The value of Initiative, Referendum, and Recall.

Field Work.

Street car service.

1. Examine the map and note where the electric car lines run in your city.
2. What effect has their location had towards the peopling of that part of the city or city suburbs?
3. With what other places is this city connected by interurban lines? Of what advantage has this been to your city?
4. What are some of the needs of further extension of car service?
5. What service does the electric railway render the public?
6. What are some public needs not met by this public utility?
7. Who fixes the cost of interurban transportation?
8. Who settles disputes that come up about rates?
9. To whom does the company pay its taxes? (See amendment to State Constitution.)
10. What is a franchise? What are the terms of the electric line franchise of your city? (Ask a councilman.)
11. What provisions are made by the company for the safety of the public?
12. How can boys and girls aid in causing fewer accidents?

Gas and light.

13. In what ways have gas and electricity been of value to your city?
14. What service, if any, does each give without compensation to the city?
15. What are the terms of the franchise?
16. Who regulates the price of gas and electricity? (Ask any city official.)
17. How did this regulation come about?
18. What parts of your city are not well lighted? Why?

19. What parts are not supplied with gas? Why?
20. Why should the flat rate be low?
21. Read the rheostat and gas meter daily for one week.
22. Learn the cost per unit of measure and estimate the cost of lighting and gas in your home for one week.
23. Compare with cost of homes of other members of the class. Take into account the number of members in each family.
24. In your own homes, how can you lessen the high cost of living?

Water.

25. What better service could the water company render the public? (See public health questions.)
26. What are the regulations as to the time for using water in the yards?
27. Why are these regulations made?
28. What are the rules of the company relating to dripping faucets? Why?
29. What, if any, parts of the city are not supplied with running water? Why should this be corrected?
30. Who fixes water rates in your city?
31. What is the flat rate?
32. What is the rate per cubic foot of water?

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City Charter.

NOTE.—Immature pupils can not understand the readings available on this subject. The lesson may be an oral one.

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CHAPTER VIII.

PUBLIC CHARGES.

Section 1. Dependent Children

1. Some causes of child dependency.
   a. Unemployment.
   b. Drink.
   c. Desertion.
   d. Accident during occupation.
   e. Death of parent.
   f. Delinquency of parent—imprisonment.
   g. Sexual indulgence.
   h. Feeble mindedness.
   i. Laxness in punishment of wife desertion.
2. Institutional care of dependent children.
   a. Extent of such care in the United States.
   b. High death rate due to prenatal abuse; insufficient attention; infection; syphilis.
   c. Conditions for entering an orphanage.
      Careful investigation.
      Absolute control of child by institution.
      Medical examination and segregation of delinquent defectives.
   d. Personnel of superintendent—should be:
      A good business person.
      A trained worker.
      Irreproachable character.
   e. Standard for orphans' home.
      As nearly like a real home as possible.
      Should give training for artistic appreciation.
      Should train for occupation.
   f. The cottage plan.
      Not more than twelve children to a cottage.
      House-mother.
      Cottage in the country.
      Advantages.
   g. Objections to institutional care.
      Child no economic experience.
      No parent love.
      Uniform discipline.
      Child leaves institution at critical period of life.
      High death rate.
      Institutional sins.
      Cost.
   h. Objections of State aid to private institutions.
      Run for profit by its management.
      No adequate supervision.
      State should superintend the spending of State money.
3. Boarding out.
   a. Advantages—better food; better sanitary surroundings.
   b. Surroundings natural.
   c. Child gets greater variety of experience.
   d. Disadvantage—inadequate investigation as to where the child is placed.
4. Placing out.
   a. Object—to lead to adoption of child by foster-parents.
   b. Child placing societies, good and bad.
   c. Need of careful investigation before placing.
   d. Visits by a trained agent.
   e. Replacing.
   f. Value of placing out.

5. Endowment for motherhood.
   a. State's need to care for its children for the State's protection.
   b. Economical—institutional children frequently return to State care as delinquents.
   c. Encourage mothers to care for their own illegitimate children. Saves the mother.
   d. Lowers the death rate.
6. Child care in California.
   a. Small number of children needed to establish an orphans' home.
   b. Inadequate supervision.
   c. State aid inadequate.
   d. Subsidized private institutions.
7. Administration.
   a. Board of managers. How appointed.
   b. Matron. How chosen.
   c. Powers of State Board of Charities.

NOTE.—The references on dependent children are too difficult for most immature pupils to read. The teacher can use the outline as a basis for a talk on the subject.

Emphasize.

1. That the children are unfortunate and in no way responsible for being dependent.
2. That all boys and girls are dependent upon some one for care and support.
3. That all other boys and girls should be kind to those who are orphaned.
4. That in so doing they are making these children happy and helping them to become good citizens.
5. Ask the pupils to show the following survey to their parents and explain it to them. This is to get the parents interested in the institution.

For Student Teachers.

SURVEY OF ORPHANS' HOME.

(Adapted.)

Location _____
Number of acres _____

(Answer yes or no.)

Soil, good quality _____ Productive _____
Site, pleasing outlook _____
Water abundant _____ Pure for home use _____
Water abundant for irrigation _____
Administration.
  Private charity appoints matron _____
  State appoints board of managers _____
  Supervised by State Board of Charities _____
  Supervised by representative of the State _____
Matron chosen regardless of politics _____
Manager chosen regardless of politics _____
Matron business ability _____
Matron kind, firm, good habits _____
Matron good housekeeper _____
Matron privilege of appointing her assistants _____
Help—good character _____
Help—good influence on children _____
Help—efficient _____
Supplies—furnished by contract _____
Record of supplies bought and cost _____
Food—meat or meat substitutes once a day _____
Food—a balanced diet _____
Food—substantial and plain _____

Accounts of matron or business manager open to public_____
Accounts easily understood_____
Buildings not more than two stories_____
Sunlight in each room at some time of the day_____
Fresh air in abundance_____
Bedrooms used for sleeping and privacy only_____
Iron beds _____
Dormitories from 6 to 12 beds_____
Separate rooms for older children_____
One bed for each child_____
Bathroom, minimum—one for 12 children_____
Individual towels and soap_____
Lavatories convenient and adequate_____
Boys and girls in separate dormitories_____
Segregation of decent from unmoral_____
Segregation of sick from others_____
Separation of babies and young children from older ones_____
Heating—steam heat protected by screens for small children_____
Children—ample school facilities_____
Opportunity to mix with outside children_____
Children each daily tasks_____
Children trained for occupations_____
Parents any control of children in institution_____
Adequate supply of milk for young children_____
Sleeping porches for frail children_____
Sitting rooms home-like _____
Sitting rooms for older and younger children separate_____
Sitting rooms furnished with books, music, or other adequate means of entertainment _____
Dining room home-like _____
Remarks: Note any distinguishing feature of the institution not called for in this survey. Note especially the needs of the institution.

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Section 2. The Dependent, the Poor and the Almshouse.

1. Administration.
   a. Board of supervisors—their unfitness.
   b. Desirability of having all almshouses under State control.
   c. Qualifications of Superintendent.
2. Standard of what constitutes good management.
   a. Personnel of Superintendent.
   b. Kind of persons admitted.
   c. Care in dismissal.
   d. Sanitary condition of buildings.
   e. Degree to which the institution is self supporting.
   f. Businesslike methods of buying.
   g. Comfort of inmates.
   h. Freedom from political control.
3. Argument for and against institutional care.
   a. Substitution of other form of relief.
   b. Old age pensions.
4. Objections to private institutions receiving State subsidies.
   a. State can not control it.
   b. Builds up a political machine.
   c. Persons retained when no longer in need.
   d. Funds used for purposes not so intended.
5. Need of further segregation in case of poor.
   a. Placing feeble-minded in special institution.
   b. Making almshouse a home for aged poor.
6. Mode of procedure in giving relief.
   a. Investigate.
   b. Reconstruct the family when possible.
   c. Get all agencies to co-operate.
   d. Distinguish between the pauper and the aged poor.

Field Work.

(Adapted from Johnson, Almshouse Construction and Management.)

For Student Teachers.

ALMSHOUSE SURVEY.

(Answer by yes or no.)

Administration.
  By Board of Supervisors_____
  By State Board of Charities_____
Superintendents.
  Chosen regardless of politics_____
  Business ability and integrity_____
  Practical farmer _____
  Good habits—even temper_____
  Keeps daily record of inmates_____
  Tries to improve morals of inmates_____
  Listens to inmates' complaints_____
  Appoints subordinates _____
Matron—good housekeeper _____
  Sympathetic _____
  Good character _____

Accounting system open to public, and understandable
Supplies purchased by contract
Store room accounts of goods received and used
Food varieties and balanced diet
Food—meat once a day
Clothing easily washed
Location—country; easy and quick communication with city
Number of acres. Adequate—100 or more according to number of inmates
Soil of farm—good quality; productive
Site pleasing—outlook
Water abundant—pure for house use
Water—abundant for irrigation
Wood lot, acre or so
Building—not more than two stories
Sunlight in each room some time during the day
Fresh air in abundance
Bedroom used for sleeping and privacy only
Iron beds
Woolen blankets
Bedding of sanitary material
Sexes separate
Lavatories and bathrooms convenient and sufficient for 1 to 12 persons
Toilets convenient
Cottages for married people
Heating by steam protected by screens
Porches sufficient
Institutional record of inmates by card system
Number of inmates between 100 and 200
Sitting room, comfortable and homelike
Segregation of sick in hospital
Segregation of feeble-minded
Segregation of children sent to orphanage
Is there a dairy in connection with the home?
Is there a garden?
Is there a piggery?
Any means of raising chickens?
Any other means of self support?

Remarks: Give your general impression of the institution. State specifically what its needs are and how they could be supplied. Illustrate survey with kodak views when possible.

Field Work. Associated Charities.

Visit the Secretary of the Associated Charities.

1. Inquire how the organization is supported.
2. How is it governed?
3. What public funds does it spend?
4. What control does the public have over these funds?
5. What is the kind of help the Associated Charities gives the needy?
6. How decide whether the applicant is deserving?
7. How many cases has it helped during the past month?
8. What effort is made to give those who are able, work to do?
9. Read the monthly statement of this work in the local papers.
10. How can you assist the Associated Charities in its work?

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Section 3. The Juvenile Delinquent.

1. Causes of delinquency.
   a. Neglect due to poverty.
   b. Neglect due to sickness.
   c. Family trouble.
   d. School neglect.
   e. Civic neglect.
   f. Foreign parents.
   g. Mental defects of parents.
   h. Mental defects of child.
   i. Low grade occupation of parents.
2. Types of delinquent juveniles.
   a. Child from degraded home.
   b. Homeless child.
   c. Child from foreign home.
3. Nature of delinquencies.
   a. Truancy.
   b. Theft.
   c. Immorality.
   d. Incorrigibility.
   e. Malicious mischief, etc.
4. Proposed reform—prevention of child delinquency.
   a. Give child physical treatment.
   b. Mother equal care with father.
   c. Strengthen and enforce child labor laws.
   d. Citizens co-operate in enforcing law.
   e. Increase use of school buildings.
   f. Increase length of school term.
   g. Continuation schools.

The Juvenile Court.

1. Principles for which it stands.
   a. The State is above the parent.
   b. Adult responsibility for child care.
   c. Change procedure from criminal to chancery court.
2. Methods of court procedure.
   a. Investigates child's environment. Hears evidence of neighbors.
   b. Investigates occasion of offense.
   c. Takes into consideration child's physical condition.
   d. Gives child another chance on probation. (See Delinquency.)
3. Court—method of treating delinquent.
   a. Parole.
   b. Placing child in other homes.
   c. Chastising parents.
   d. Reform school.
4. Newer court methods. Keep the child out of detention home.

Field Work.

1. Visit the detention home of your city. (You will not be allowed to see the children there.)
2. Ask the probation officer, or the matron, or both, how they are trying to help the boys and girls.
3. What is your idea of the needs of the home?
4. Remember that **you** can avoid leading boys and girls into temptation that may cause them to be sent to the detention home.

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Section 4. The Adult Delinquent.

1. Causes of crime and conditions that breed criminals.
   a. Bad housing.
   b. Lack of recreational facilities.
   c. Unemployment.
   d. The responsibility of the lawyer and the courts.
   e. Failure to deal with the child lawbreaker wisely.
   f. Saloons and gambling dens.
2. Fundamentals of prison reform.
   a. Co-operation of the home; school; church; community; courts and State.
3. Program for prison reform.
   a. Treatment of prisoner based on character of man instead of offense.
   b. Indeterminate sentence.
   c. Opportunity for education.
   d. Training for vocation.
   e. Treating and curing disease.
   f. Reward for good conduct.
   g. Saving of discharged prisoners.
   h. Indemnification for wrongful imprisonment.
   i. Utilizing the power of religion.
4. Character of warden or jailer.
   a. A just and humane man.
   b. Requires obedience of subordinates.
   c. Will listen to complaints of prisoners.
   d. Not a political tool.
5. Desirable features of the prison.
   a. Safety.
   b. Sanitary—sunlight in cells.
   c. Modern methods of lighting and heating.
   d. Equipped for recreation and gymnasium; open courts.
   e. School. Other means of self betterment.
   f. Chapel; different religions represented.
   g. Food—substantial; variety.
   h. Opportunity for learning a trade to which prisoner is adapted.
6. The Farm Colony—Why preferable to prison and jail.
   a. Better health.
   b. Better spirit among prisoners.
   c. Improved morals.
   d. Willing to work.
   e. Chance to study horticulture and agriculture.
7. Probation for first offenders.
8. Paroles.
   a. An incentive to good conduct.
   b. Number of non-repeaters justifies the system.
9. The honor system.
   a. Self governing by prisoners' representatives.
      The good moral influence.
   b. Personality of man at head of such system.

10. Compensation for convict labor.
    a. The abominableness of the contract system.
    b. Paying for labor for support of family.
    c. Profit sharing.
11. The county jail. Why abolish it?
    a. Unsanitary.
    b. Moral influence bad; a breeding place for more crime.
    c. Center of graft.
    d. Expensive.
    e. Substitute—State control.
12. Some methods of suppressing crime. See causes also.
    a. Better police protection.
    b. Prevent habitual criminals from propagating their kind.
    c. Classify prostitutes, procurers, and fornicators with criminals.

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Field Work.

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1. Visit the county jail or the city jail.
2. Note the conditions of the "tanks" in which the prisoners spend the day.
   a. Sanitation.
   b. Light.
   c. Air space.
   d. Place to sit; etc.
3. Note the condition of the cells as to sanitation.
   a. Cleanness of beds, blankets.
   b. Freedom from vermin.
   c. Crowding in the cells.
4. How do the prisoners spend their time?
5. What is the nature of the food? How much?
6. What provision is made for clean clothing?
7. What opportunity have the prisoners to work?
8. What opportunity for recreation?
9. What effort is made to prevent education in criminality?
   a. By giving the prisoners an occupation.
   b. By permitting them to read.
   c. By segregating the first offenders from repeaters.
10. How are persons not yet convicted treated?
11. What are the immediate causes of delinquency? (See jail records.) What appears to be the leading cause?
12. Learn cost of upkeep of jail per month. (Ask Sheriff.)
13. State your opinions as to whether the jail is a place of detention, a reform institution, or a place to make criminals.

Section 5. Child Labor and its Relation to Delinquency.

1. The case against child labor.
   a. Crowds men out of employment.
   b. Unfits the child to become a parent.
   c. Increases crime and makes more criminals.
   d. Is expensive to industry.
2. Extent to which children employed in industries.
   a. In the cotton mills.
   b. In the canneries.
   c. Shucking oysters.
   d. Coal breakers.
   e. Plying street trades.
   f. Glass factories.
   g. Strawberry and cranberry fields.

   Total number of children workers (1914), 1,750,000.
3. Effect of labor upon the child.
   a. Dwarfed physically.
   b. Physical injuries.
   c. No opportunity for education.
   d. Little chance for recreation.
   e. Vicious surroundings contribute to juvenile delinquency.
4. What to do to prevent child labor.
   a. Provide mothers' pension.
   b. Enforce and pass laws against child labor.
   c. Provide vocational guidance.
   d. Provide continuation schools.
   e. Educate the public.
5. The National Child Labor Bureau.
   a. Its aims and what has been accomplished.
6. The proposed Federal Child Labor Bill.
   a. Purpose—to prevent interstate commerce in products of child labor.

Field Work.

(Get acquainted with a child that has left the grammar school to go to work. Make record of the following data concerning the child.)

SURVEY OF CHILD WORKER.

Name of child_____ Address_____
Age_____ Years_____ Months_____
Father living_____ Mother living_____
Parents separated _____
Father's occupation _____
Child's occupation _____
Number of hours of work per day_____
Child's daily wage_____
Does the child go to day school?_____ Night school?_____
What grade has it reached in school?_____
How did it get along in its studies?_____
Why did it leave school?_____
Has it any mental defects?_____ If so, what?_____
Has it any physical defects?_____ If so, what?_____
What are the child's needs?_____
What is the child's recreation?_____
What are the needs of the family?_____
How long has the child worked at this occupation?_____
What other occupations has it followed?_____
What effect has the occupation had on the child's character?_____
Child worker. Inquiries at school.

1. Learn the names of boys and girls who have left school during the year.
2. Learn reasons for leaving.
3. Where are they now?
4. What are they doing?
5. What were the child's habits when in school?
   a. Learn easily or slowly?
   b. Industrious or lazy?
6. What physical defects did the child have?
7. What bad habits did the child have?

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CHAPTER IX.

PUBLIC EDUCATION.

Section 1. The School.

1. The School.
   a. School money—how apportioned and obtained.
   b. Status of school system of California compared with other states. (See Russell Sage Report.)
   c. Board of Education—powers and duties.
2. Purpose of the school.
   a. To train in culture.
   b. To train for ability to make a living.
   c. To train for citizenship.
3. Vocational schools, aim:
   a. To show a child what he can, and can not do.
   b. To supply a defect in education.
   c. To prepare him to make a living.
   d. To teach the foreigner the language, customs, and citizenship of this country.
4. Continuation schools.
   a. May or may not be vocational.
   b. Correct defects in education.
   c. Give more facility in educational work.
   d. Train for shop work.
   e. Part time school—pupil receives wage while in school.
5. Evening schools.
   a. Not suited to immature youth.
   b. Useful to foreigner to teach language, customs, and civics of the United States.
   c. Give training in manual and domestic arts.
6. Vocational schools—agricultural type.
   a. Aid in "back to land" movement.
   b. Train for skilled agriculturists.

Field Work.

1. Make a list of all the different kinds of schools in your city.
2. Indicate which are public, which private.
3. Of the private schools which are teaching subjects that might be of advantage to have in the public school?
4. Visit the shops of the high school manual training department. Girls visit the household arts department. Note the opportunities ahead of you for acquiring skill, and for learning an occupation.
5. Visit the agricultural fields of the high school. Learn whether the boys' school farm pays financially.
6. Visit the night school. Note the personnel of the students. Observe the zeal with which the foreigners work.
7. Learn why some persons have come to night school. Ask them.

8. What are the different subjects taught? Which are rudimentary? Which vocational?
9. What efforts are made in the night school to train for citizenship?
10. Invite some of your adult friends who might be interested, to visit the night school and vocational schools.
11. Use your influence to get at least one person to go to a school of some kind. See if you can do it.

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Section 2. The Library.

Field Work.

1. How does the library of your city get its support?
2. What is the governing body? How chosen?
3. What is the yearly apportionment of money for library use?
4. What branch libraries in the city? Where located?
5. How many books circulated yearly?
6. What are the needs of the library? Ask a member of the board, or the Librarian.
7. Of what use is the library to you? How could it be made more useful?
8. What provisions are made for entertaining young children? Story telling, etc.
9. What are the needs of the juvenile department?

NOTE.—Teachers show pupils how to use card catalogue, Readers' Guide, and reference books, and give continued practice in the use thereof. A love for the library is safe training for good citizenship.

CHAPTER X.

THE GOVERNMENT OF THE CITY.

1. Forms.
   a. Mayor and Council.
   b. Commission.
   c. Business Manager.
2. Relative Worth.
   a. Mayor and Council.
      No fixing of responsibility.
      Lack of harmony in administration.
      Too many checks.
      Long ballot.
   b. Commission.
      Centralization of responsibility as to a given department.
      Longer term of office.
      Objections.
         Commission not necessarily fitted for the department.
         People do not elect experts.
         Great power in a few hands.
   c. Business Manager.
      Fixes responsibility.
      Provides for government by an expert.
      Encourages training for government positions.
      Better service.
      Short ballot.
      Objections.
         Undemocratic.
         Opportunity for machine politics.
3. The City Council and Commission.
   a. How chosen. Term.
   b. Powers and duties.
   c. How subject to removal.
4. The City Charter. What a modern charter should contain.
   a. Civil service for city employees.
   b. Initiative and referendum.
   c. Recall.
   d. Preferential primary.
   e. Provision for future ownership of public utilities.
   f. City accountant and modern system of accounting provided for.
   g. Publicity.
   h. Efficient management.
5. The People's Responsibility.
   a. A good charter only an aid.
   b. Final test the standard of the people.

Field Work.

1. Visit a meeting of Mayor and Council and note the order of business. Infer as to the nature of the powers and duties of that body. Learn names of your city officials.
2. Make a chart of the charter of your city, showing how the different departments and the city officials are related to one another. (Teacher assist.)
3. What officials (if any) may the people recall?
4. Have they the power to initiate legislation?
5. Have they the final word regarding a measure becoming a law? *i. e.*, The Referendum?

6. If business manager, what check have the people upon his actions?
7. Does your charter provide for an accounting system? If so, what is it like?
8. What are the duties of the auditor?
9. What provision is made for civil service?
10. How many persons do the people vote for?
11. How nearly does your city charter approach being a model one?

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CHAPTER XI.

TAXES AND REVENUE.

Section 1. State Revenue.

1. Need of state revenue.
2. Sources of state revenue.
   a. Taxes on corporations.
   b. Taxes on franchises.
   c. Corporations license taxes.
   d. Inheritance taxes; how applied.
   e. Fees collected by state offices.
   f. Fees collected for licenses.
   g. Receipts from state property.
   h. Receipts from state institutions.
   i. The state tax situation.
      (See provisions of Constitution regarding taxation.)
3. Property exempt from taxation.
   a. Churches. (When used for religious purposes only.)
   b. Public schools—colleges.
   c. State, county, and district bonds.
   d. Young trees and vines under four years old.
   e. Personal property up to $100.
   f. Mortgages.
   g. Free libraries.
   h. Property of sailors and soldiers up to $1,000.
      (If value of estate does not exceed $5,000.)
   i. Certain private schools.
      Leland Stanford University.
      California School of Mechanical Arts.
      California School of Academic Sciences.
      Cogswell Polytechnic School.
      Colleges.
      (See provision of Constitution of California regarding exemptions.)
4. The State Board of Equalization.
   a. Powers and duties.
   b. Reason for abolishing it.
5. Difficulties in way of just system of taxation.
   a. Efforts to overcome them.
   b. Land and improvement separately assessed.
   c. Tracts assessed by sections.
   d. The single tax. (See another section of syllabus.)

Section 2. Local Taxes and Revenue.

1. Local Taxes—How obtained.
   a. General property tax.
   b. Licenses.
   c. Income from real estate.
   d. Tax on personal property.
2. Method of levying and collecting local taxes.
   a. Districts for collector.
   b. Assessing of property—difficulties.
   c. Taxes payable in installments.
3. Duties and powers of assessor.
   a. Assesses taxable property.
   b. Collects personal property tax.
   c. Difficulty of fair assessing and collecting.

4. Duties and powers of tax collector.
   a. Collects county taxes. (Except when assessor collects.)
   b. Collects tax on corporations in county.
   c. Collects general property tax of state.
   d. Issues license fees for saloons, pedlars, auctioneers, merchants, etc.
   e. Sells to state real property on which taxes are delinquent.
5. Duties and powers of treasurer.
   a. Receives money collected by tax collector.
   b. Collects inheritance taxes for state.
   c. Pays money out of treasury when instructed to do so by auditor.
   d. Reports to auditor money on hand first of each month.

Field Work.

1. Learn the tax rate of your county.
2. Who fixes it? How is it determined?
3. What proportion of the taxes is used for the different city activities?
   Education_____ Police protection_____
   Fire protection_____ Care of streets_____
   Street improvement_____ Etc._____
   Get complete statement from City Clerk.
4. What advantages in having a fixed per cent of the taxes go for the use of any one department of the city? What are the disadvantages?
5. What is the system of accounting of the city's money? Is it a modern system?
6. How could it be improved? (Ask the City Clerk.)
7. When a person works for the city, what is the method of procedure by which he gets his money from the city treasury?
8. Who is the City Treasurer? How did he get his position?
9. Aside from the general tax levy, from what other sources does the city get its revenue?
10. What is done with the license money?

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Section 3. Single Tax.

1. Popular meaning—A land tax.
   Arguments for.
   No taxes on labor and capital would make for progress.
   Large land holdings would be forced on market, hence easier to get homes.
   What nature gives, belongs to all.
   Arguments against.
   Persons should have what they get by legal contract.
   Absolute ownership stimulates industry.
   Confiscation of land would work hardship on pioneer land holder.
   Confiscated land would destroy value of mortgages.

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CHAPTER XII.

THE CITY BEAUTIFUL.

1. The City plan. The features that make for beauty. (See City Planning.)
2. The water fronts.
   a. Treatment with plants and shrubs.
   b. Bridges æsthetic.
3. Entrance to city.
   a. Stations attractive. Architecture.
   b. Plaza or esplanade.
   c. Plants or shrubs along railroad track.
4. The houses.
   a. Frequently painted.
   b. Fences removed or screened.
   c. Yards planted with grass, flowers or shrubs.
   d. Shacks and partly burned houses removed.
   e. Premises free of rubbish.
5. Streets.
   a. Clean.
   b. Paved.
   c. Houses set back to give effect of wide street.
   d. Underground wiring.
   e. Billboards removed.
   f. Trees; kinds; uniformity on given street.
   g. Effective lighting.
   h. Boulevard.
6. Parks, playgrounds, squares, plazas. (See subject treated elsewhere.)
7. Market place.
8. Historic landmarks preserved.
9. Natural features preserved.
10. Art.
    a. In public buildings.
    b. Monuments; statuary.
    c. Private buildings.
11. Vacant lots.
    a. Gardening.
    b. Removal of trash and rubbish.
12. The use of Arbor Day; city beautification.
13. Smoke prevention. (Treated elsewhere.)

Field Work.

1. Make a list, in order of importance, of things to be done to make your city more beautiful.
2. Write one or more paragraphs upon that phase of city beautification that you are most interested in, or that you think important.
3. Make a collection of pictures of beautiful streets, drives, parks, homes. Kodak pictures or others.
4. What historic landmarks in your city should be preserved? Why?
5. What natural features should be preserved?
6. What can you do in the city or at your home to make your city more beautiful?

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Vacant Lot Gardening.

1. Reasons for encouraging it.
   a. Helps needy families.
   b. Lures children from the street.
   c. Prevents idle land from becoming a dump heap.
2. How to bring it about.
   a. Boost—newspapers—clubs.
   b. Provide lots.
   c. Co-operate with real estate men.
   d. Find workers.
3. Results.
   a. Increase of wealth.
   b. Increase of food.
   c. Better health.
   d. City beautiful.
4. Difficulties.

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CHAPTER XIII.

THE UNEMPLOYED.

1. Types.
   a. The earnest searcher for work.
   b. The casual laborer.
   c. The vagrant.
   d. The unemployable.
2. The present situation regarding employment.
3. Social significance of being idle.
   a. Creating dependents and delinquents.
   b. Lowering social standards.
4. Program for reducing the number of the unemployed.
   a. Employment bureaus, city, state and national. Present action of state and national government.
   b. Dovetailing industries—thus reducing the number of casual laborers.
   c. Adjusted public works, roads, streets, inland waterways, afforestation.
   d. Shortening working day.
   e. Unemployed insurance. (See Social Insurance.)
   f. National farm colonies.
   g. Vocational guidance.
5. What to do with the vagrant.
   a. The wood lot.
   b. The farm colony.

Field Work.

1. Among your friends and acquaintances make a list of the number of persons that are out of work.
2. State the reason.
3. Were they personally responsible? (Purpose to dissipate popular notion that it is a man's fault when he is out of a job.)
4. Inquire at post office the number of persons that have registered for work during the past year or since its organization.
5. Ask at the Associated Charities how much help has been given to needy persons during past year.
6. What means could your city take to prevent vagrancy?
7. How can the householder lessen the tramp nuisance and yet give the honest man a chance to earn a meal?
8. Inquire among men, your father, pastor, or friends, what the people of the city should do to lessen the number of the unemployed.

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SOCIAL INSURANCE.

Social Insurance—defined.

Purpose to prevent poverty, crime, misery.

Forms:

1. Accident. Workmen's Compensation.
2. Sickness.
   a. Contribution of employer, employee, and state.
   b. Public supervision of fund.
3. Invalid (old age).
   a. Fixed sum.
   b. Medical and nurse care.
4. Unemployment.
5. Widows with children.

Results where on trial.

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CHAPTER XIV.

CONSERVATION OF RESOURCES FOR THE PEOPLE OF THE FUTURE.

1. Principles underlying conservation.
   a. Stop waste of nation's resources.
   b. Provide for people of the future.
   c. Develop for use of people now.
2. The Nation's resources.
   a. Minerals.
      1. Supply of coal, iron ore, petroleum, precious metals, etc., on hand.
      2. Waste in mining.
   b. Waters.
      1. Irrigation. (See reclamation.)
      2. Power.
      3. Flood—storing flood waters.
      4. Navigation—deepening channels.

      Advantages of waterways development.
   c. Forests.
      1. Reducing waste by cutting, turpentine preservatives, utilizing by-products.
      2. Federal forest service.
      3. Increase yield.
   d. Wild life.
3. State vs. national control.
   a. Leasing by government insures government control.
4. The National Conservation Commission.
   a. Recommendations. Timber, minerals, coal be disposed of separately.
   b. Withdrawal of public lands from private entry.
5. Conservation policy of present administration.

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Section 2. Reclamation.

1. Reclamation.
   a. Of swamp lands. The swamp act of 1850. Drainage.
   b. Of arid lands—irrigation.

      Acres to be reclaimed.

      Population.
2. Preliminary work.
   a. The efforts of Major Powell.
   b. The work of Senator Newlands.
3. The Reclamation Act of 1902.
   a. Provisions of act; amount of land; states affected; terms of payment.

4. Land possible to reclaim. See map.
   a. Location.
   b. Source of water.
   c. Area.
5. Reclamation under this act.
   a. Completed projects.
   b. Projects under way.
6. Detailed account of projects showing what was accomplished and difficulties overcome.
   a. Salt River.
   b. Roosevelt Dam.
   c. Klamath, Oregon.
   d. Shoshone, Wyoming.
   e. Milk River.
   f. North Platte.
   g. Others.

Number of acres being reclaimed, population that can be given homes, and increased wealth to country.

Field Work.

1. What land in your community can be reclaimed?
2. What, if any, irrigation system in your community?
   Where does the water come from? (Ask some one who uses it.)
   How extensive is the system? (Chamber of Commerce or real estate dealers will have pamphlets.)
3. What land would be more useful in your community if supplied with water?
4. What, if any, projects for reclaiming land are under way?
5. What land have you seen anywhere that has been reclaimed by irrigation?

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CHAPTER XV.

STRUGGLE BETWEEN CAPITAL AND LABOR.

Trade Unions.

1. Defined. Principles for which union stands.
   a. Restricting number of workers.
   b. Collective bargaining.
2. Methods of restricting number of workers.
   a. Apprentices limited; length of service.
   b. Handy man may not become a journeyman.
   c. Mechanical improvements.
   d. Other methods.
3. Collective bargaining relates to
   a. Wages.
   b. Length of day.
   c. Condition of labor.
   d. Closed shop.
   e. Union label.
4. How the organization aids the laborers from labor point of view.
   a. Gets better pay.
   b. Gets better market for laborer.
   c. Provides opportunity for education—self-improvement.
   d. Furthers cause of temperance.
   e. Purifies politics.
   f. Applies doctrine of brotherly love.

5. How the union harms itself.
   a. By uniform wage.
   b. By limiting output.
   c. By surrendering individual initiative.
6. Labor benefits.
   a. Accident insurance.
   b. Old age pension.
   c. Sick benefit.
   d. Unemployment insurance.
   e. Other ways.
7. Opposition to union.
   a. Prejudice.
   b. Selfish interest.
   c. Expense.
   d. Takes away personal liberty.
8. Strikes—Concrete cases of struggle between capital and labor.
9. Relation of local unions to American Federation of Labor, to international unions.

Field Work.

1. Name different unions in city.
2. Relation of one to another.
3. Dues—assessments.
4. Terms for membership.
5. Relation to national organization.
6. How governed.
7. Benefits local unions have gained by strikes.
8. Duties of business manager.
9. Firms blacklisted. Reasons. (See union paper for union shop list.)
10. Use of union label.
11. Benefits offered by local unions.

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NOTE.—The readings about Trade Unions are too difficult for most of the children. The teacher should present the lesson orally, developing the points suggested by the syllabus. It is wise to state both sides of the question impartially. Distinguish also between what the unions stand for and the practice of some of its so-called followers.

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